

The Daily BEE

Addis Ababa, Ethiopia

September 30, 2002 through October 4, 2002

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USAID Development Experience Clearinghouse

The Daily BEE

Addis Ababa, Ethiopia

September 30, 2002



Welcome

The Daily BEE is designed to be a source of information about sessions that have taken place the previous day, as well as giving a schedule for today's events and providing space for special announcements.

Tracks

The Basic Education Exchange Tracks are designed to provide opportunities for exchanging information, dialoguing, and interacting with colleagues and identified experts. The tracks will use a variety of interactive and participatory methods for this interchange such as field trips, plenary sessions, small group discussions, expert panels, and multi-media demonstrations.

Management Track Overview

The Management Track sessions will focus on recent USAID organizational and program developments in the education sector that will impact what we do and how we do it. The first

session will focus on the USAID reorganization and its implications for education programs in Africa. The second session will focus on initiatives and instruments to support USAID education programs in Africa. The third session will focus on efforts underway to identify education sector information needs, and to develop knowledge management strategies to improve sharing information and experience that could enhance individual and organizational effectiveness. The final management track session will focus on Program Assistance, formerly known as nonproject assistance (NPA).

Today's Sessions...

Opening Plenary—*State of the Sector in Africa*. 9:00, Lalibela Salon 1

Speakers: Sarah Moten, Thomas Hull, Aicha Bah, Gennet Zewide

Second Plenary—*Setting the Scene: Agenda Review and "Forgotten Children: The Legacy of Poverty and AIDS in Africa"*. 10:30, Lalibela Salon 1

Tracks:

Management—*USAID Reorganization*. 2:00, Awash Salon (USAID only)

Panalists: Wade Warren, Sarah Moten, Buff Mackenzie, Gregg Loos

Alternative Learning—*Distance Education to Improve Children's Learning (1)*. 2:00, Simien Salon

Panalists: Tom Tilson, Yolande Miller-Grandvaux, Megan Thomas

Trained Teacher Force—*Teaching Effectively: Articulating the 2015 Target*. 2:00, Dashen Salon

Moderator: Jane Schubert

Alternative Learning Delivery Strategies Track Overview

This track will examine various nontraditional education techniques, with a particular emphasis on distance education and community schools. The first session will be a field visit to an educational media agency that will provide hands on experience and demonstrations of a successful distance education English language program for

primary and secondary schools implemented by the Ministry of Education of Ethiopia. (Transport will be provided.) Other examples from Guinea, Nigeria, Zambia, Namibia, Uganda, Rwanda, Honduras, and other countries will also be presented.

Recruiting & Retaining a Trained Teacher Force Track Overview

This track is designed to articulate the outcomes and strategies required to implement a trained teacher force by 2015; to identify critical points in the implementation and identify where the implementation “becomes unraveled” and where it “moves forward;” to learn from the experiences of others who may be working with one or more strategies; to identify areas where technical support is desirable; and to identify specific resources for professional development of teachers.

Topical Sessions

One-time topical sessions focusing on the state-of-the-art issues in the sector are planned. Check the agenda for time and location information. The topical sessions are:

- Education in Crisis Situations
- Continuous Assessment
- USAID Education Strategy Discussion
- Child Labor 1: Understanding Child Labor and Using Basic Education to Address Abusive Child Labor in the Africa Region
- Relevancy, Livelihood Skills, Youth Education for What?: The Challenge of Linking Education With Employment for Youth in Africa
- Education Data: Experience from the Field
- The Role of NGOs in Basic Education in Africa
- The Mobile Task Team on HIV/AIDS and Education
- Child Labor 2: Adapting USAID Development Strategies to Address Child Labor
- Data Needs for Planning a Systemic Response to HIV/AIDS in Education Systems
- Education for What?: The Challenge of Linking Education with Employment for Youth in Africa
- HIV/AIDS: Strengthening Life Skills Programs
- Connecting to Washington: Telling Your Story and Budgeting
- Other Initiatives for Education

Resources

Space has been set aside in the Barro Salon (on the mezzanine level) as a central location for papers, reports, and other resources of interest to education professionals. The center will be open from 8am to 7pm.

A limited number of computers are also available in the BEE Secretariat Room (Omo Salon) from 7:15 to 8:15 am and 5:30 to 7:30 pm most days. Check the schedule in the orientation folder for more information.

Marketplace and Message Board

The Daily BEE

Addis Ababa, Ethiopia

October 1, 2002



Today's Sessions...

Opening Plenary—*Progress Towards Education for All in Africa*. 8:30, Lalibela Salon 1

Speakers: Buff Mackenzie, Country EFA Point People, Tracy Brunette

Topical Sessions:

Mobile Task Team on HIV/AIDS and Education. 10:30, Simien Salon

Panelists: Brad Strickland, Peter Badcock-Walters, Jonathan Godden

Education in Crisis Situations. 10:30, Dashen Salon.

Panelists: Yolande Miller-Grandvaux, Talaat Moreau

Continuous Assessment. 10:30, Awash Salon.

Presenter: Joy du Plessis

Tracks:

Management—*Education Initiatives and Implementing Instruments*. 2:00, Awash Salon

Panelists: Patrick Collins, Sarah Moten, Joe Kitts, Gregg Loos

Alternative Learning—*Distance Education to Improve Children's Learning (2)*. 2:00, Simien Salon

Panelists: Mike Laflin, Catherine Powell-Miles, Jane Schubert, William Wright, Yolande Miller-Grandvaux, Megan Thomas

Trained Teacher Force—*Implementing Strategies: Reaching the 2015 Target*.

2:00, Dashen Salon

Moderator: Jane Schubert

USAID Education Strategy

Discussion. 7:30, Awash Salon

Discussants: Buff Mackenzie, Greg Loos

Opening Plenary—State of the Sector in Africa

A distinguished panel welcomed participants to the BEE, including Sarah Moten, education division chief; Tom Park, Ethiopia mission director; Thomas Hull, US Embassy; Aicha Bah, UNESCO; and Dereje Terefe, Ethiopian deputy minister of education. All the speakers emphasized the centrality of education to a country's development. As Hull mentioned, "those countries that have moved up in the development rankings have all invested heavily in education." Bah pointed out some of the many ways that education leads to increased social benefits, such as increased family income and reduced fertility.

In her introductory remarks, Moten said that the BEE is one step along the road towards universal primary education, through the four objectives of sharing information across countries, gaining exposure to new programs, acquiring new skills, and updating approaches to existing programs. The BEE is designed to focus on the many practical challenges such as those outlined by Dereje: quality of education versus enrollment levels, availability and quality of materials, and training and support of teaching staff.

Second Plenary—Setting the Scene

Meagan Thomas facilitated the viewing and discussion of *Forgotten Children: The Legacy of Poverty and HIV/AIDS*, a 13-minute video following the lives of several boys living on the streets of Lusaka, Zambia. Participants split into groups of

seven or eight people for an intense discussion of topics suggested by a facilitation guide. When the groups reported on their discussions, many noted the need to get at the root cause of the breakdown of these children's support system: poverty. Poverty reduction and interventions to empower communities can work to prevent homelessness among children. However, while many of the problems of street kids, such as lack of education and health care, have been identified, complete strategies remain elusive.

Management Track

The first management track session focused on USAID reorganization and its impact on education programs in the field missions. Buff Mackenzie, education office director in the new Economic Growth, Agriculture, and Trade (EGAT) Bureau, outlined the context in which this reorganization is occurring, in terms of a greater global focus on education, including EFA, the G-8, the Hill, and the World Bank. Wade then explained the logic behind and details of the reorganization, including staff shifts between the Africa and EGAT bureaus. Greg Loos of EGAT and Sarah Moten were also on hand to answer questions about the bureaus' respective roles. A spirited discussion followed the presentations, with a great deal of participation from mission staff present. Many concerns were raised, particularly centering around, as Cheryl Kim of the Ethiopia mission said, "continuity and depth of support from Washington." Some possible solutions to reorganization-related problems were proposed, and it was agreed the discussion should continue throughout the week.

Alternative Learning Track

Approximately 40 BEE'ers went on a field visit to the Educational Media Agency (EMA) of the Ministry of Education. Ato Demissew Bekele, director of the EMA, and Stuart Leigh and Tom Tilson of the BESO project provided an introduction to the agency's various activities in distance. Participants watched a video on interactive radio instruction (IRI), and toured EMA's media library, production facilities, and state-of-the-art studios. The EMA provides education to teachers and learners in the formal education system, and to out-of-school learners through distance learning/correspondence courses. The agency also upgrades teachers' training using distance education modules. Participants discussed topics such as training for IRI, sustainability, the role of decentralization, and distance education's relationship to education policy.

Trained Teacher Force Track

Country representatives gathered in country groups to discuss their visions of effective teachers and of a teacher force that would meet students' needs in 2015. The research-based framework that stimulated the discussion focused on the teacher as an individual and a professional with responsibilities for classroom management, instruction, and monitoring student progress in the teaching and learning contexts of the 11 countries. Participants also shared successes and challenges of current government policies and strategies that are helping them to recruit a competent, gender-balanced teacher force. For example, Zambia offers single sex secondary school courses in maths and science thereby increasing the pool of female teacher candidates in themselves. It also regularly insists on the enrollment of 50% women in teacher training colleges.

Announcements

Team Time suggestion: For ease of logistics, organizers suggest that teams meet initially in Lalibela III to connect and then disperse to other rooms or areas.

The Daily BEE

Addis Ababa, Ethiopia

October 2, 2002



Opening Plenary—Progress Towards Education for All in Africa

BEE participants went on a whirlwind tour of EFA programs across the continent. Buff Mackenzie set the stage with a brief history and context for the program. Representatives from each EFA country then outlined their progress towards EFA goals, challenges, and plans to address them. Most countries have action plans either already in place or in the final stages of development, and many have similar concerns about access, quality, and equity of education. Within these themes, however, there was room for a variety of unique issues, which will be explored further in the forthcoming proceedings.

Today's Sessions...

Morning Gathering—Checking In and Announcements. 8:30, Lalibela Salon 1
Tracks:

Management—Knowledge and Information Sharing in USAID's Education Sector: A Focus Group Discussion. 9:00, Awash Salon
Presenter: Grace Lang

Alternative Learning—Community Schooling in Africa (1). 9:00, Simien Salon

Moderator: Yolande Miller-Grandvaux

Trained Teacher Force—Monitoring Implementation: Progress Toward the 2015 Target. 9:00, Dashen Salon

Moderator: Jane Schubert

Topical Sessions:

Understanding Child Labor and Using Basic Education to Address Abusive Child Labor in the Africa Region. 2:00, Simien Salon

Panelist: L. Diane Mull

Education Data: Experience from the Field. 2:00, Dashen Salon.

Panelists: Joseph Ahanhanzo-Gele, Lawrence Musonda, Beatrice Mugwagwa, Catherine Phiri, Winnie Chilala, David Bruns, McKnight Synos Kalanda, Sibusiso Sithole, Khela Ndlovu, Sharon Harpring, Tracy Brunette

The Role of NGOs in Basic Education in Africa. 2:00, Awash Salon.

Moderator: Yolande Miller-Grandvaux

Crown Hotel Cultural Evening. 5:15

Education in Crisis Situations

Ash Hartwell, Education Development Center, introduced an intense session outlining education processes in crisis situations with a diagram showing the nonlinear steps from conflict to stability, and the reminder that in conflict, basic survival is the foremost concern. The country presentations from northern Ghana, southern Sudan, Guinea, and northern Uganda, touched upon similar themes, including refugees and internally displaced persons, logistical challenges to support, and the need to incorporate peace education into curricula. The final half hour was devoted to enthusiastic questions, answers, and comments. Ann Itto, New Sudan Secretariat of Education, pointed out that while conflict certainly makes development work, including education, more difficult, it can, and should, move forward to help a society prepare for peace.

Continuous Assessment

Approximately 40 people learned about this technique teachers can use to monitor students' progress. Presenters Hartford Mchazime and Yoas Kamangira of Malawi and Joy du Plessis of American Institutes for Research, gave examples of how some teachers are using continuous assessment (CA), discussed the differences between testing and CA, and demonstrated the link between CA and improved teaching. They also discussed possible parameters of feasibility studies. Participants did express concern that the CA takes a great deal of time and logistical management, but that dedicated teachers would be motivated.

Management Track

The second management track session picked up where the first left off. Greg Loos, EGAT Bureau, outlined an agency-wide education sector strategy currently under development in EGAT, after which there was some discussion as to whether or not it would replace the already existing Africa Bureau and/or country strategies. Next, Sarah Moten, AFR/SD, explained some of the reasoning behind the creation of the new education division and gave an overview of the new presidential education initiative. She explained that while some of the targets have been set by the White House (for example, 250,000 scholarships for girls) many of the details have yet to be finalized and that the Bureau welcomes input. Finally, Patrick Collins of EGAT described some of the new USAID programmatic funding mechanisms.

Alternative Learning Track

At the beginning of the session, participants reviewed the activities of Ethiopia's Educational Media Agency. They were interested in finding out more about the sustainability plans and costs of such programs, and whether interactive radio instruction (IRI) programs were addressing community participation. The moderators also provided a framework for alternative education, and discussed orphans and children affected by AIDS as a target group. Panelists discussed the costs, effectiveness, successes, and challenges of these programs. IRI programs in Zambia and Honduras adapt formal curricula for out-of-school youth and are designed to certify the learner at the equivalent level as their peers in the formal system. The computer centers in Namibia are building the capacity of 12th grade leavers who run them.

Trained Teacher Force Track

Five panelists described programs propelling their countries toward an entirely trained teacher force by 2015. Patty Swarts, Namibian Ministry of Education, outlined a three-year basic education teacher diploma program requiring new teachers to learn critical inquiry and action research skills. Maekelech Giday, Ethiopian MOE, described the BESO program of school clusters that has resulted in increased student participation and improved collaboration among teachers. David Fifi Manuel, Academy for Educational Development, reported on Ghana's recruitment initiatives intended to bring and keep experienced teachers in rural areas, and to bring more women into teaching. Pierre Kamano, Guinea MOE, spoke about a school grants program and a recently concluded initiative training 8,000 teachers in three years. Prudencia Zinsou, Benin MOE, described the initiative to introduce teachers to the country's new curriculum, noting that reform "is not an easy business!"

Announcements

Bus loading for the Cultural Evening at the Crown Hotel will be at 5:15. Meet in the Sheraton lobby. Dinner and two drinks (soft drinks, Ambo mineral water, and beer) are included at no cost to participants. Buses will depart from the Crown Hotel at 9pm.

Country report outs: When countries are putting together their report-out presentations for the Friday closing plenary, it is requested that they also include information about technical assistance needs and the types of skills that may be needed over the next two years.

The Daily BEE

Addis Ababa, Ethiopia

October 3, 2002



Morning Check In

BEE organizers took time to allow for a short discussion of the previous day's EFA presentations. Many questions came up. One participant asked about the experiences of fast track countries. Renuka Pillay, USAID/Uganda, said that country was working towards FT status. Ann Itto, New Sudan Education Secretariat, asked for advice for countries not yet part of EFA, and Tracy Brunette, AFR Education Division, responded saying the incremental steps are important and will demonstrate the desire to join the program. Another participant asked about the role of the private sector, and Mukadas Fujah of Nigeria responded that EFA also is the responsibility of all.

Today's Sessions...

Morning Gathering—Checking In and Announcements. 8:30, Lalibela Salon 1

Tracks:

Management—Program Assistance (NPA) as a Tool for Education Sector Support. 9:00, Awash Salon

Presenter: Ash Hartwell, Kevin Mullally, Kent Noel, Joe Lesser, Wade Warren, Mitch Kirby

Alternative Learning—Community Schooling in Africa (2). 9:00, Simien Salon

Moderator: Yolande Miller-Grandvaux

Trained Teacher Force—Enhancing Implementation: Sharing Resources.

9:00, Dashen Salon

Moderator: Jane Schubert

Topical Sessions:

Data Needs for Planning a Systemic Response to HIV/AIDS in Education Systems. 2:00, Simien Salon

Panelists: Brad Strickland, Peter Badcock-Walters, Jonathan Godden

Linking Education with Employment for Youth in Africa. 2:00, Dashen Salon.

Panelists: Stanley Simataa, Nigeria Representative, Senegal Representative, Gwen El Sawi

Adapting USAID Development Strategies to Address Child Labor.

2:00, Awash Salon.

Moderator: L. Diane Mull

Management Track

Grace Lang, LAC Bureau, led about 25 participants in a discussion of knowledge management (KM) issues. After she defined terms and outlined processes in the relatively new field, the purpose of which is to create institutional memory, she opened the floor to discussion. Comments centered around knowledge sharing between USAID and its partners, information flows between USAID/Washington and the missions, and the need to orient non-direct hire mission staff to USAID policies. For example, Pape Sow, USAID/Senegal, said that as a very recent hire, he could definitely see the value of even simple tools like an acronym list. Grace will brief the agency-wide KM planning team with these comments. In the remaining time, Tracy Brunette led a brainstorming session around possible indicators for the new presidential initiative.

Alternative Learning Track

Yolande Miller-Grandvaux, AFR Education Division, and Aleta Williams, AFR/SD, led a workshop on community schools. This interactive session focused primarily on three issues: sustainability, quality, and integration of government functions into schools. Presentations by Solo Kante, World Education Mali; Holie Folie, World Learning Ethiopia; and Jacqueline Hardware, OIC International, stimulated further discussion, where

participants shared ideas, experiences, and challenges. The session ended with the collection of “burning questions” to be addressed at today’s session (see box).

Trained Teacher Force Track

What kinds of data do countries collect to assess the quality of teachers? Who uses this information and how is it used to improve teaching and learning? Although the focus is on teachers, Jane Schubert, American Institutes of Research, noted that the goal of developing an effective, trained teacher force is always improved pupil outcomes. Participants described an array of teacher assessments in the 11 countries: assessments of teachers by other teachers, district level assessments of teachers, and pupil evaluations of teachers. Schubert then shared findings from the Improving Educational Quality longitudinal teacher assessment study in Malawi begun in 1999. Hartford Mchazime and Yoas Kamangira, and Joy du Plessis completed the session with a lively presentation and discussion of the Malawi continuous assessment feasibility study.

Understanding Child Labor and Using Basic Education to Address Abusive Child Labor in the Africa Region

Diane Mull, Creative Associates, led a discussion of child labor issues, focusing on the BEPS’ Education to Combat Abusive Child Labor activity. She defined child labor (as differentiated from working children), and elaborated on both child trafficking in West Africa and the use of child labor in cocoa production. During the resulting discussion, participants showed interest in learning how to address education issues resulting from child labor. Interventions around these issues will be discussed in today’s session (see box). Additionally, many resources are available at www.beps.net.

Education Data: Experience from the Field

Presentations on the EMIS systems in four countries by ministry partners Joseph Ahanhanzo-Gele, Benin; McKnight Synos Kalanda, Malawi; USAID’s Sibusiso Sithole and Khela Ndlovu, South Africa; and Beatrice Mugwagwa, Zambia outlined the similar challenges in the data collection efforts across countries. These included lack of data use, low priority of EMIS data, and lack of technical capacity in the ministry. But solutions abound, including feeding data back at all levels to increase transparency and ownership by all stakeholders. Zambia’s slogan “this years data, this year” is one we will carry with us. USAID/Uganda’s David Bruns and Winnie Chilala also described the Ed*DATA program. This data was used to guide the mission’s education strategy in Uganda. In Zambia, besides the standard education indicators, they are collecting data on the anthropometric status of school-aged children as well as questions about lifeskills. Finally, Catherine Phiri, Zambian MOE, described that country’s school health interventions and data collection efforts, which are potential models for other African countries.

The Role of NGOs in Basic Education in Africa

An audience composed largely, but not exclusively, of NGO representatives heard Yolande Miller-Grandvaux explain the findings of her recent study on the relationships between NGOs, governments, and donors. The key to understanding these sometimes contentious relationships is understanding the different perspectives each has and the different roles each play in development work. A spirited discussion followed, where some frustrations were expressed about the various roles and the way they are acted out. However, participants also suggested some ideas for improving and strengthening the relationships. For example, Elsie Menorkpor relayed the process used by USAID/Ghana, where discussions between all partners begin before funding comes in, and progress reports are shared with all parties as well. A copy of Miller-Grandvaux’s study is on display in the resource center, and copies may be requested.

The Daily BEE

Addis Ababa, Ethiopia

October 4, 2002



Management Track

The final management track session explored the murky realm of program assistance funding (PA, formerly known as nonproject assistance, or NPA). Ash Hartwell, EDC, and Mitch Kirby, Africa Bureau education division, outlined some of the when, why, and how to use PA questions, and explained that support for this funding mechanism in Washington is mixed. Short presentations by USAID representatives Kent Noel, Zambia; Jo Lesser, Mali; Kevin Mullaly, Ethiopia (speaking from recent experience); Sarah Mayanja, Uganda; Abera Makonnen, Ethiopia; and Lisa Franchett, Ghana, illustrated some of the challenges and shortcomings with PA. Some of these include unrealistic, numerous, and/or complicated conditionalities/benchmarks; inconsistent requirements across donor agencies; and inadequate capacity for required monitoring and evaluation at the ministry level. An animated discussion followed, with Buff Mackenzie, EGAT, suggesting that it may become politically necessary to shift from institutional reform to learning outcome based benchmarks. Many participants expressed concern over this. David Bruns, Uganda, pointed out that it is risky to tie disbursement of funds to exam results, but suggested using a set of “shadow” benchmarks instead. A task force in Washington has been discussing these issues. Kirby asked participants to review task force documents (in BEE binder) and contact him with comments.

Alternative Learning Track

Yolande Miller-Grandvaux, Africa Bureau education division, and Aleta Williams, AFR/SD,

led the last session on alternative education models and community participation in education. The session focused on sharing strategies to address issues common to all community school programs, such as partnerships between government, NGOs, and communities; involvement of communities in the quality of schooling; and sustainability. Country representatives presented their issues, and participants offered advice and recommendations on what works. Two presentations triggered more recommendations: Abibaye Traore, Save the Children Mali, told the story of village schools and mainstreaming them into public education, and Hailu Sime, Action Aid Ethiopia, shared their ACCESS model for underserved children. The session ended by identifying lessons learned from alternative education models and

Today's Sessions...

Topical Sessions:

Strengthening Life Skills Programs.

9:00, Simien Salon

Panelists: Ministry of Education
representatives

Connecting to Washington: *Telling your Story and Budgeting.* 9:00, Dashen Salon.

Presenters: Christine Chumbler,
Charlotte Davis

Other Initiatives for Education. 9:00, Awash Salon.

Panelists: Buff Mackenzie, Kojima
Ryosuke, Sarah Moten

Closing Plenary—Country Report-Outs and Wrap Up. 11:00, Lalibela Salon I

concluded that there is no turning back; alternative education models are here to stay!

Trained Teacher Force Track

Fay Chung, UNESCO, described the International Institute for Capacity Building's efforts to strengthen teacher education in Africa by linking African institutions with university faculties of education in the United States, Canada, and beyond. Through these partnerships, advanced degrees are now offered in mathematics and science education, and distance education. Next, Joy du Plessis and Shirley Miske, both of AIR, shared materials recently developed through the Africa Bureau that support teachers' reflective practice and quality improvement in schools. The final session concluded with country groups preparing and sharing plans to recruit, train, support, and retain teachers by 2015.

Data Needs for Planning a Systemic Response to HIV/AIDS in Education Systems

Peter Badcock-Walters, Mobile Task Team at the University of Natal, presented the results from a pilot program to collect attendance and school-leaving data for learners and educators on a monthly basis in KwaZulu-Natal, South Africa. The simple two-page form to be filled in by headmasters is designed to track the impact of HIV/AIDS on education systems. The data is analyzed and returned to schools within 30 to 60 days, allowing school managers to track and investigate trends. Based on the success of the pilot, the program is scheduled to be scaled up province-wide next year, and three other countries are considering starting their own pilot projects. There was, however, some concern about the ability to build and maintain this type of system in other African countries. For more information, check the MTT website at www.und.ac.za/und/heard.

Linking Education with Employment for Youth in Africa

This session started with all participants introducing themselves and offering a particular concern each had about youth and employment. Gwen el Sawi, EGAT, and Jacqueline Hardware, Nigeria OIC, then gave brief presentations outlining some of the current thinking on the issue. Hardware also brought in a special guest, Alamaya, a young man from the neighborhood around the Sheraton, to share his experiences with employment. He said that education is certainly helpful, but experience is often more valuable when trying to find a job. Most of the session, however, was devoted to "spicy conversation," according to the facilitator, Charlie Feezel, of EDDI. For example, Ann Itto, New Sudan Education Secretariat, asked about ways to create employment opportunities for youth in crisis situations. According to one resource, crisis is a normal state of affairs for an unfortunately large number of youth; it becomes a question of managing that. Also mentioned were training programs coupled with micro- and mid-level credit opportunities for youth. The session closed with a discussion of resources available through USAID, highlighting the Global Workforce in Transition IQC. El Sawi also reminded participants that youth generally know what they need to get started in the job force; they just need the resources to do it.

Announcements

A market and museum field trip is available this afternoon from 2:00 to 6:00. Stops include a two-hour visit to the Merkato market, the archeological museum, and the Trinity Cathedral. Cost is \$10 or 86 Birr. Please sign up and pay by 11:00.